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mendable. The rules are clear and concise. But why are here again disconnected sentences so often employed, and why this old-fashioned grammar review?

HANS E. GRONOW

THE UNIVERSITY OF CHICAGO

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*Die höhere Mädchenbildung.* Vorträge gehalten auf dem Kongress zu Kassel am 11. und 12. Oktober, 1907, von HELENE LANGE, PAULA SCHLODTMANN, LINA HILGER, LYDIA STÖCKER, JULIE VON KÄSTNER, MARIANNE WEBER, GERTRUD BÄUMER, UND MARIE MARTIN. Leipzig: Teubner, 1908. Pp. 97. M.1.80 geh., M.2.40 geb.

In Germany higher education for girls in recent years has become a vital problem, which not only interests the professional workers in the field but has developed to such an important national question that it is a topic of discussion in almost every circle. Prussia has recently made considerable reforms in secondary schools for girls—favorable changes due largely to the indefatigable labor of a number of German women who for more than thirty years have devoted their time and effort to educational and cultural questions, which have become more and more pressing. Out of a population of 61,720,529 in 1907, 31,259,429 were women, and of these 9,492,881, or 30.37 per cent., were self-supporting. This means a large number of women in vocations requiring education gained in secondary schools or universities, and many interesting problems have arisen in regard to the aims of education for girls as well as in regard to the more formal questions of the curriculum and school organization.

The addresses contained in this volume formed the basis for the discussions and resolutions of the congress for the higher education of women held at Cassel in October, 1907, and they are all the more valuable since they may be looked upon as summing up the opinions of the German women on reforms largely concerning their own sex. The most prominent representatives of the different ideals and opinions discuss some of the more important phases of the problems in question, in these papers of Helene Lange on higher schools for girls, Paula Schlodtmann on preparation for the university, Lina Hilger and Lydia Stöcker on a new feature of the German secondary schools, the so-called "Frauenschool," Julie von Kästner on the continuation of studies, Marianne Weber on co-education, Gertrud Bäumer on the teaching-force of the higher schools for girls, and Marie Martin on the place this type of school should take in the whole educational system. The contents of these papers convince us that the modern German women consider it their foremost duty to work seriously and intellectually on the problems of higher education for girls and that they have come to some definite results. They have evolved and defined a new ideal of a German woman, a new ideal of culture and education, and have pointed out the best way to reach it under existing circumstances. Nobody who is interested in higher education for girls should fail to read this little book.

USTA C. HAGEN

THE UNIVERSITY OF CHICAGO